RRPSDW ISSN: 0270-2711

Reading Psychology

An International Quarterly

Volume 13 1992

Reading Psychology

An International Quarterly
In association with the Department of Elementary Education, San Francisco State University; Department of Educational Curriculum and Instruction and Texas A & M University

EXECUTIVE EDITOR **LANCE M. GENTILE**
San Francisco State University, Department of Elementary Education, 1600 Holloway Avenue, San Francisco, CA 94132
(415) 338-1747

Abstracted and/or Indexed in: *BIOSIS, CARFAX Information Services, Human Resources Abstracts, Sociological Abstracts.*

Editorial Office: William H. Rupley, Department of Educational Curriculum, Texas A&M University, College Station, TX 77843.

Publishing, Advertising, and Production Offices: Hemisphere Publishing Corporation, 1101 Vermont Avenue, N.W., Suite 200, Washington, DC 20005-3521, (202) 289-2174, Miriam Gonzalez, Production Editor; or Taylor & Francis Ltd., Rankine Road, Basingstoke, Hampshire RG24 OPR, England. **Subscriptions Office:** 1900 Frost Road, Suite 101, Bristol, PA 19007, telephone (215) 785-5800, fax (215) 785-5515; or Taylor & Francis Ltd., Rankine Road, Basingstoke, Hampshire RG24 OPR, England, telephone +44-256-840366, fax +44-256-479438.

Reading Psychology (ISSN 0270-2711) is published quarterly by Taylor & Francis Ltd., 4 John Street, London WC1N 2ET UK, for Hemisphere Publishing Corp. Annual 1992 institutional subscription £60, US $105, personal subscription £30, US $40. Personal subscriptions are available to home address only and must be paid for by personal check or credit card.

Second-class postage paid at Jamaica, NY 11431. Postmaster: Send address changes to Reading Psychology, Publications Expediting Inc., 200 Meacham Avenue, Elmont, NY 11003.

Dollar rates apply to subscribers in all countries except the UK and the Republic of Ireland, where the sterling price applies. All subscriptions are payable in advance and all rates include postage. Subscriptions are entered on an annual basis, i.e., January to December. Payment may be made by sterling check, dollar check, international money order, National Giro, or credit card (AMEX, VISA, Mastercard/Access).

Orders originating in the following territories should be sent directly to: **Australia**—R. Hill & Son, Ltd., Suite 2, 119 Gardenvale Road,Gardenvale, Victoria 3185. **India**—Universal Subscription Agency Pvt. Ltd., 101-102 Community Centre, Malviya Nagar Extn., Post Bag No. 8, Saket, New Delhi. **Japan**—Kinokuniya Company, Ltd., Journal Department, P.O. Box 55, Chitose, Tokyo 156. **New Zealand**—R. Hill & Son, Ltd., Private Bag, Newmarket, Auckland 1. **USA, Canada, and Mexico**—Taylor & Francis, Inc./Hemisphere Publishing Corporation, 1900 Frost Road, Suite 101, Bristol, PA 19007, USA. **UK and all other territories**—Taylor & Francis Ltd., Rankine Road, Basingstoke, Hampshire RG24 OPR, UK.

Copyright © 1992 by Hemisphere Publishing Corporation. All rights reserved. Printed in the United States of America. Authorization to photocopy items for internal or personal use, or the internal or personal use of specific clients, is granted by Hemisphere Publishing Corporation for libraries and other users registered with the Copyright Clearance Center (CCC) Transactional Reporting Service, provided that the base fee of $3.00 per copy, plus .00 per page is paid directly to CCC, 27 Congress St., Salem, MA 01970, USA.

The publisher assumes no responsibility for any statements of fact or opinion expressed in the published papers or in the advertisements. **Reading Psychology** is owned by Hemisphere Publishing Corporation.

EDITOR

WILLIAM H. RUPLEY
Department of Educational Curriculum and Instruction, Texas A&M University, College Station, Texas 77843, (409) 845-7093

ASSOCIATE EDITOR
TAMARA L. JETTON, Texas A&M University

CONSULTING EDITORS
WILLIAM DEE NICHOLS, Texas A&M University
JENNIFER L. ALTIERI, Texas A&M University
LISA NICKLOW, Texas A&M University
MERNA M. McMILLAN, Santa Barbara County Health Care Services
D. BARRY LUMSDEN, University of North Texas

LEARNING RESOURCES EDITOR
RICK ERICKSON, University of Southern Illinois at Carbondale

ASSISTANT PRODUCTION MANAGER
ANN WESTBROOK

EDITORIAL ADVISORS

Kenneth M. Ahrendt, USA
J. Estill Alexander, USA
Susan P. Awbrey, USA
James F. Baumann, USA
Thomas W. Bean, USA
Isabel Beck, USA
Camille Blachowicz, USA
Timothy Blair, USA
William E. Blanton, USA
Frederick R. Chang, USA
Martha D. Collins, USA
Lois G. Dreyer, USA
Priscilla A. Drum, USA
Gerald G. Duffy, USA
Thomas H. Estes, USA
Rona F. Flippo, USA
Barbara Fox, USA
Peter Freebody, Australia
Linda B. Gambrell, USA
Margaret M. Griffin, USA
Lee Gunderson, Canada
John P. Helfeldt, USA
Carol A. Hodges, USA
Jerry L. Johns, USA
La Mont Johnson, USA
James R. King, USA
Karl Koenke, USA
James L. Laffey, USA
Kent Layton, USA
Cleborne Maddux, USA
Anthony V. Manzo, USA
Rita J. Martin, USA
George E. Mason, USA
Paquita McMichael, Scotland
David W. Moore, USA
Gary B. Moorman, USA
Thomas Nicholson, New Zealand
Wayne Otto, USA
John D. Perron, USA
A. K. Pugh, England
John E. Readence, USA
Ray Reutzel, USA
Mark C. Sadoski, USA
S. J. Samuels, USA
Richard Sinatra, USA
Kenneth J. Smith, USA
Lawrence L. Smith, USA
Timothy C. Standal, USA
John F. Visonhaler, USA
Patrice Holden Werner, USA
Jean Whyte, Ireland

(∞) The paper in this publication meets the requirements of the ANSI Standard Z39.48-1984(Permanence of Paper), effective with Volume 13, Number 1, 1992.

Reading Psychology
An International Quarterly

CONTENTS OF VOLUME 13

NUMBER 1

Editorial Comment: Guest Editorial
Misuse of ANCOVA and Related "Statistical Control" Procedures / Bruce Thompson **iii**

Articles

Whatever Happened to Spelling?: The Role of Spelling Instruction in Process-Centered Classrooms / Diane Barone **1**

The Effects of Semantic Grouping on Learning Word Meanings / Steven A. Stahl, Joyce L. Burdge, Mary Beth Machuga, and Sally Stecyk **19**

Stance Towards a Literary Work: Applying the Transactional Theory to Children's Responses / Carole Cox and Joyce Many **37**

Departments

Learning Resources / *edited by* Rick Erickson **73**

Foxfire Reconsidered—A Twenty Year Experiment in Progressive Education
Metacognition and Reading Comprehension

Leaders in Reading Research and Instruction / *edited by* Richard Robinson **83**

An Interview with Dr. Thomas Good

Research into Practice / *edited by* Mary W. Olson **91**

Ethinic Identity Development and Literacy Education

ERIC Research Reviews / *edited by* Beth G. Greene **99**

Teaching Test-Wiseness: Can Test Scores of Special Populations Be Improved?

Notes on Contributors **105**

NUMBER 2

Editorial Comment: Guest Editorial
The Rhetoric of Whole Language: Part One / Gary B. Moorman, William E. Blanton and Thomas M. McLaughlin **iii**

Articles

The Influence of Anaphoric Relations and Departures from Story Grammar Structure on Text Processing / Joan K. Gallini and Hiller A. Spires **107**

A Critical Perspective on Whole Language / Richard A. Thompson **131**

Effects of Inconsiderate Versus Considerate Text on Elementary Students' Vocabulary Learning / Jane Gordon, Jeanne Shay Schumm, Cynthia Coffland, and Martha Doucette **157**

Departments

Learning Resources / *edited by* Rick Erickson **171**

Diagnostic Teaching of Reading: Techniques for Instruction and Assessment
Diagnosis and Correction of Reading Difficulties

Leaders in Reading Research and Instruction / *edited by* Richard Robinson **177**

An Interview with Dr. Brideie Raban

Research into Practice / *edited by* Mary W. Olson **187**

Tutoring a Gifted High School Student

ERIC Research Reviews / *edited by* Beth G. Greene **193**

Content Area Reading

Notes on Contributors **199**

NUMBER 3

Editorial Comment: Guest Editorial
The Rhetoric of Whole Language: Part Two / Gary B. Moorman, William E. Blanton and Thomas M. McLaughlin **iii**

Articles

The Reading Theoretical Orientation of Teachers Who Instruct Special Needs Students / Maria J. Meyerson and John C. Van Vactor **201**

Analysis of Cognitive Processing and Spelling Errors of Average Ability and Reading Disabled Children / Connie K. Varnhagen, Stanley Varnhagen, and J. P. Das **217**

Dyslexia or Carelessness in Reading? A Case Report / Emmanuel Manalo **241**

Departments

Leaders in Reading Research and Instruction / *edited by* Richard Robinson **259**

An Interview with Dr. Michael McKenna

ERIC Research Reviews / *edited by* Beth G. Green **263**

Diagnosis, Assessment, and Remediation

Notes on Contributors **271**

NUMBER 4

Articles

Effects of Story Versus Play Genres on the Comprehension of High, Average, and Low-achieving Junior High Readers / Colleen N. Mullikin, William H. Henk, and Betty Holmes Fortner **273**

Students' Predictive Questions and Teachers' Prequestions About Expository Text in Grades K–5 / Terrell A. Young and Delva Daines **291**

Gender and Grade Level Differences in the Development of Concepts About Print / Sara Ann Beach and Robert J. Robinson **309**

Departments

Research into Practice / *edited by* Mary W. Olson **329**

Wholistic Literacy Instruction for At-risk Students

Leaders in Reading Research and Instruction / *edited by* Richard Robinson **337**

An Interview with Ronald P. Carver

ERIC Research Reviews / *edited by* Beth G. Green **345**

Journal Writing in K–12 and Beyond

Notes on Contributors **353**

Following page 354

Title Page to Volume 13
Contents of Volume 13
Author Index to Volume 13
Subject Index to Volume 13